



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6534 N 63rd Ave, Glendale, AZ 85301

Glendale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Rick Alvarez
Schedule : 7:00 AM to 4:00 PM
Grades : K-6
2004 Enrollment : 909
Web Address : www.gesd40.org
Phone Number : (623) 842-8230
Fax Number : (623) 842-8333
E-mail : ralvarez@gesd40.org

Mission

Success in meeting student achievement goals involves effective instruction from dedicated teachers and staff. In order for students to be successful, they must commit to their own learning and receive support from the entire Smith School Community.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Smith School will increase schoolwide achievement for all students in reading by 21% over three years (2002-05) as indicated in yearly benchmarks measured by the AIMS D.P.A.
- ü Smith School will facilitate increased student achievement through schoolwide implementation of a standards-based, data-driven approach to instruction with a focus on reading.
- ü Smith School will increase schoolwide achievement for all students in math by 21% over three years (2004-07) as indicated in yearly benchmarks as measured by the AIMS D.P.A.
- ü Smith School will facilitate increased student achievement through schoolwide implementation of a standards-based, data-driven approach to instruction with a focus on mathematics.

Enrollment

October 1, 2003 School Year Student Enrollment : 889
Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Ü Literacy First Reading Program
- Ü Structured English Immersion
- Ü Scott Foresman Basal Reading Series
- Ü Two Hour & Twenty Minute Reading Block
- Ü Even Start Family Literacy Program
- Ü Gifted Strand Classrooms
- Ü Second Step Violence Prevention Program
- Ü Twenty First Century Afterschool Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

Provide a healthy and safe environment; provide effective instruction; ensure student achievement and communicate student progress. As they commit to their learning, students must receive support from the entire Smith Community.

Parents

Send their child to school daily, monitor their study time at home, instill an appreciation for their child's education, keep in touch with their child's teacher and work together with staff in providing a safe learning environment for all students.

Transportation Policy

None of Smith School's students receive transportation services.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Scholastic Bowl Winner	1998
Ü Fulbright Teacher Recipient	1998
Ü Student District Spelling Bee Winner	2000
Ü Student Selected for ASU Programs for Talented Youth	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	1490	75509	100	100	100	475	491	521	32	27	13	43	33	23	16	24	33	8	16	31
All Students (Prior Year)	119	1442	75372	100	100	100	483	495	523	34	20	9	32	38	25	19	28	36	15	14	30
Female	72	741	37013	100	100	100	482	488	522	14	28	12	62	34	24	24	25	33	0	13	31
Male	63	749	38430	100	100	99	465	494	521	56	26	14	19	32	22	6	24	33	19	18	31
African American	NC	116	3660	NC	98	99	NC	473	496	NC	39	24	NC	31	31	NC	26	28	NC	5	18
Hispanic	124	989	30486	99	100	99	485	486	505	23	29	18	54	36	29	12	20	32	12	15	21
Asian/Pacific Islander	--	29	1780	--	94	98	--	520	549	--	20	5	--	27	13	--	27	33	--	27	50
American Indian/Alaskan Native	NC	26	4075	NC	100	100	NC	470	486	NC	26	28	NC	48	34	NC	26	26	NC	0	12
White	NC	321	35192	NC	98	99	NC	505	534	NC	20	8	NC	29	19	NC	30	35	NC	22	39
Students with Disabilities	14	171	9708	100	100	100	445	467	489	50	42	32	50	38	27	0	14	24	0	6	17
Students without Disabilities	121	1319	65801	98	98	98	480	493	525	29	26	11	42	33	23	19	25	34	10	17	33
Limited English Proficient Students	96	584	16928	100	100	100	NA	518	485	NA	0	29	NA	50	33	NA	25	26	NA	25	12
Migrant Students	NC	19	750				NC	421	499	NC	100	21	NC	0	29	NC	0	30	NC	0	20
Economically Disadvantaged	127	1097	36411				478	482	503	28	31	19	47	36	29	19	23	32	6	10	20
Non-Economically Disadvantaged	NC	393	39040				NC	506	534	NC	20	8	NC	28	19	NC	27	34	NC	24	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	1485	75492	100	100	100	502	505	519	26	23	12	18	22	16	47	42	47	9	14	24
All Students (Prior Year)	119	1441	75221	100	100	100	493	505	523	36	19	8	25	24	16	34	48	56	6	8	21
Female	71	738	37014	99	99	100	506	509	523	20	22	10	15	20	15	60	42	48	5	17	27
Male	63	747	38400	100	100	99	495	501	516	36	24	14	21	23	17	29	41	47	14	11	21
African American	NC	116	3665	NC	98	99	NC	495	505	NC	29	20	NC	27	22	NC	38	43	NC	7	14
Hispanic	123	987	30438	98	100	99	510	502	508	13	26	17	21	22	21	58	39	47	8	14	15
Asian/Pacific Islander	--	29	1773	--	94	98	--	522	534	--	13	4	--	20	10	--	53	50	--	13	36
American Indian/Alaskan Native	NC	26	4081	NC	100	100	NC	489	498	NC	30	25	NC	39	26	NC	22	40	NC	9	8
White	NC	318	35177	NC	97	99	NC	513	528	NC	17	8	NC	19	13	NC	48	49	NC	17	31
Students with Disabilities	14	169	9707	100	100	100	479	477	495	67	53	33	0	16	21	33	27	33	0	4	13
Students without Disabilities	120	1316	65785	97	98	98	504	507	522	23	20	10	19	22	16	48	43	49	10	15	26
Limited English Proficient Students	95	583	16905	100	100	100	NA	498	489	NA	25	34	NA	0	28	NA	75	32	NA	0	6
Migrant Students	NC	20	763				NC	445	499	NC	100	21	NC	0	30	NC	0	40	NC	0	8
Economically Disadvantaged	126	1093	36302				503	497	507	24	28	18	14	23	21	55	40	46	7	9	14
Non-Economically Disadvantaged	NC	392	39164				NC	517	528	NC	15	8	NC	19	13	NC	45	48	NC	21	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	1476	75053	96	99	99	505	558	597	21	13	7	26	17	12	53	63	72	0	6	9
All Students (Prior Year)	116	1407	73654	97	99	99	483	510	530	41	19	9	24	22	13	33	56	70	2	3	7
Female	69	732	36872	96	99	99	523	578	621	14	11	5	24	15	9	62	65	74	0	9	12
Male	59	744	38109	95	99	99	482	537	573	29	16	10	29	20	14	41	61	69	0	3	6
African American	NC	115	3636	NC	97	99	NC	552	568	NC	15	12	NC	16	16	NC	66	67	NC	4	6
Hispanic	117	981	30235	94	99	98	514	551	575	15	14	9	30	19	14	56	61	70	0	6	6
Asian/Pacific Islander	--	28	1768	--	90	98	--	639	651	--	0	3	--	7	5	--	71	72	--	21	19
American Indian/Alaskan Native	NC	25	4044	NC	100	99	NC	507	550	NC	23	13	NC	14	17	NC	64	66	NC	0	4
White	NC	319	35028	NC	98	99	NC	571	613	NC	11	6	NC	17	10	NC	65	73	NC	7	11
Students with Disabilities	13	170	9625	100	100	100	460	489	530	38	30	21	38	24	21	25	45	55	0	0	4
Students without Disabilities	115	1306	65428	93	97	98	516	565	604	17	12	6	23	17	11	60	65	73	0	7	10
Limited English Proficient Students	90	574	16765	95	99	100	NA	507	525	NA	0	17	NA	25	20	NA	75	60	NA	0	2
Migrant Students	NC	20	752				NC	394	562	NC	100	9	NC	0	18	NC	0	68	NC	0	5
Economically Disadvantaged	120	1086	36077				506	542	566	22	15	10	22	19	16	56	62	69	0	4	5
Non-Economically Disadvantaged	NC	390	38950				NC	582	618	NC	11	5	NC	15	9	NC	64	73	NC	10	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	1431	76019	99	99	100	445	469	499	43	26	14	50	47	39	2	13	14	5	14	33
All Students (Prior Year)	136	1513	76230	100	100	100	431	466	498	53	28	12	43	46	38	3	11	12	1	14	37
Female	61	735	37207	98	99	100	444	472	499	45	25	12	48	47	41	2	13	14	5	16	33
Male	60	695	38677	100	99	100	446	467	498	41	28	15	52	47	38	2	13	13	5	12	34
African American	NC	136	3817	NC	98	100	NC	454	475	NC	36	23	NC	50	47	NC	7	11	NC	7	18
Hispanic	107	902	29458	99	99	100	444	465	480	41	30	20	53	47	48	1	10	12	4	13	20
Asian/Pacific Islander	NC	33	1673	NC	100	99	NC	494	531	NC	4	4	NC	52	29	NC	24	14	NC	20	53
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	469	466	NC	20	28	NC	57	49	NC	17	10	NC	7	13
White	NC	313	35880	NC	99	100	NC	484	515	NC	18	7	NC	42	32	NC	19	16	NC	21	45
Students with Disabilities	NC	165	9786	NC	100	100	NC	434	457	NC	58	39	NC	33	40	NC	6	7	NC	3	13
Students without Disabilities	113	1266	66233	100	99	99	446	472	503	42	24	11	51	48	39	2	13	14	5	15	35
Limited English Proficient Students	72	476	15206	100	100	100	443	458	459	43	36	31	53	44	53	3	8	7	3	11	9
Migrant Students	11	20	745				456	477	473	40	31	22	40	38	53	20	15	11	0	15	15
Economically Disadvantaged	112	1046	35714				444	464	480	45	31	20	48	45	47	3	12	12	5	12	20
Non-Economically Disadvantaged	NC	385	40266				NC	480	513	NC	17	9	NC	50	33	NC	15	15	NC	18	43

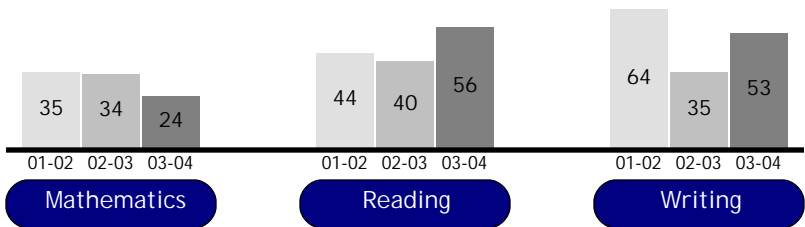
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	1431	76020	100	99	100	487	493	503	52	40	25	27	24	23	21	32	40	0	4	12
All Students (Prior Year)	136	1512	76202	100	100	100	483	494	505	56	33	19	31	28	24	11	36	46	2	4	11
Female	61	736	37213	98	100	100	489	495	504	51	33	22	21	27	23	28	35	42	0	4	13
Male	61	694	38666	100	99	100	486	490	501	53	48	29	33	20	22	14	28	38	0	4	12
African American	NC	138	3819	NC	99	100	NC	487	494	NC	51	37	NC	20	26	NC	26	31	NC	3	6
Hispanic	108	899	29442	100	98	99	487	490	494	52	44	37	27	25	26	21	29	31	0	3	6
Asian/Pacific Islander	NC	33	1672	NC	100	99	NC	500	513	NC	16	12	NC	28	19	NC	48	49	NC	8	20
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	491	489	NC	38	48	NC	24	25	NC	38	24	NC	0	3
White	NC	314	35890	NC	99	100	NC	500	511	NC	29	15	NC	24	20	NC	39	48	NC	8	18
Students with Disabilities	NC	165	9784	NC	100	100	NC	476	485	NC	72	58	NC	15	19	NC	13	19	NC	0	4
Students without Disabilities	113	1266	66236	100	99	99	488	494	504	52	38	23	26	25	23	21	33	42	0	4	13
Limited English Proficient Students	72	474	15198	100	100	100	482	486	483	62	53	59	31	27	25	8	19	14	0	1	1
Migrant Students	11	20	743				498	492	488	25	33	50	25	25	28	50	42	19	0	0	3
Economically Disadvantaged	113	1046	35703				487	490	494	54	45	37	28	25	26	18	27	31	0	3	6
Non-Economically Disadvantaged	NC	385	40274				NC	499	509	NC	29	17	NC	22	20	NC	42	47	NC	7	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	1409	75673	97	98	100	471	495	530	37	24	12	29	28	25	30	44	58	3	3	4
All Students (Prior Year)	134	1482	74692	100	99	99	439	474	502	69	37	18	18	30	27	13	30	47	0	2	8
Female	61	730	37099	98	99	100	486	514	548	30	18	8	30	29	22	34	49	64	7	5	6
Male	57	678	38441	95	97	99	455	474	513	45	32	16	29	27	29	26	39	52	0	2	3
African American	NC	135	3791	NC	97	99	NC	482	506	NC	25	18	NC	32	29	NC	41	50	NC	2	3
Hispanic	105	886	29305	97	97	99	473	491	507	39	26	16	26	28	31	31	43	51	4	3	2
Asian/Pacific Islander	NC	33	1665	NC	100	99	NC	532	573	NC	28	6	NC	12	16	NC	44	67	NC	16	10
American Indian/Alaskan Native	NC	36	4707	NC	100	100	NC	452	492	NC	38	19	NC	28	33	NC	31	46	NC	3	1
White	NC	309	35760	NC	97	99	NC	511	550	NC	18	9	NC	30	21	NC	49	64	NC	3	6
Students with Disabilities	NC	161	9706	NC	99	100	NC	445	462	NC	48	36	NC	28	32	NC	22	31	NC	2	1
Students without Disabilities	110	1248	65967	97	98	99	472	499	536	37	22	10	29	28	25	30	46	60	4	3	5
Limited English Proficient Students	70	468	15115	99	100	100	450	470	471	49	34	26	21	30	38	28	34	35	3	2	1
Migrant Students	11	20	738				470	505	488	20	15	23	40	31	33	40	54	43	0	0	1
Economically Disadvantaged	109	1029	35541				467	483	504	37	28	17	31	31	31	29	39	50	3	3	2
Non-Economically Disadvantaged	NC	380	40091				NC	521	550	NC	17	9	NC	23	21	NC	55	64	NC	5	6

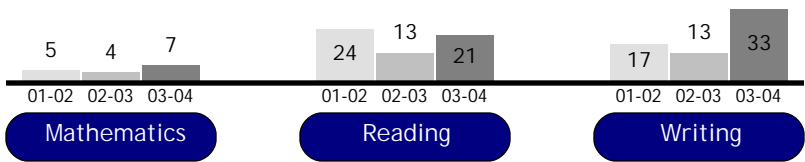
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	24	24	44	95	30	32	50	98	44	NA	58
	Language	96	18	22	39	97	20	26	43	100	32	34	50
	Mathematics	96	33	32	52	97	38	36	57	98	46	47	64
3	Reading	100	17	27	43	95	18	28	47	100	23	NA	55
	Language	100	23	34	50	97	25	35	54	100	30	42	61
	Mathematics	100	22	31	50	95	22	32	54	100	32	39	61
4	Reading	99	16	26	47	80	20	33	52	97	18	NA	56
	Language	99	21	28	45	97	20	33	48	97	21	32	52
	Mathematics	99	24	29	52	97	21	35	57	97	22	36	61
5	Reading	96	16	28	46	94	17	31	50	95	21	NA	55
	Language	96	17	27	43	96	16	28	46	95	22	31	49
	Mathematics	96	22	34	54	93	19	35	57	94	24	40	63
6	Reading	94	24	33	49	96	26	34	53	92	26	NA	56
	Language	94	22	27	42	98	20	27	45	92	21	28	48
	Mathematics	94	32	40	58	97	33	42	62	89	34	44	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 14 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Wide Progress
- Ü School Wide Technology
- Ü School Wide Events
- Ü Student Engagement
- Ü Community Involvement
- Ü Schoolwide Decision Making

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	1.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	6	0	0	0
7 to 9 years	3	7	0	0
10 or more years	1	9	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	24
Core academic classes taught by Highly Qualified (NCLB) teachers.	66
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Science Lab
- Ü Computer Lab
- Ü Teacher Resource Center

Extracurricular Activities

- Ü Big Brothers/Big Sisters
- Ü Girl Scouts Afterschool Program
- Ü Strings/Band/Chorus
- Ü 50 Plus Achievement Club
- Ü Campfire Family Club
- Ü Foster Grandparents Program
- Ü District Mariachi Band
- Ü School Garden

Social Services

- Ü Communities In School of Arizona
- Ü Banner Health Nurse Practitioner
- Ü Parenting Classes
- Ü Social Worker
- Ü Youth ETC Prevention Specialist
- Ü Back to School Clothing Drive (Uniforms)
- Ü Touchstone Student Counseling
- Ü Even Start Family Literacy Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü One of our teachers was selected as an AZCOTT (Arizona Classrooms of Tomorrow Today) participant making us a statewide demonstration site for the use of technology in the classroom. Visitors include instructors, teacher interns and college students.
- ü Smith School was one of five schools selected in the state of Arizona to serve as a pilot site for the Solutions Team through the Arizona Department of Education.
- ü Smith School made adequate yearly progress during the 2001-2002 and 2002-2003 school years.
- ü Smith School has met and exceeded previous student academic performance benchmarks on the Glendale Elementary School District's local assessment known as the DAP (District Assessment Plan) for the past three school years.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	6	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	46	51
Grades 3-4	60	54
Grades 4-5	57	48
Grades 5-6	81	87

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have an established procedure for an emergency lock-down and evacuation of the school campus. All gates are locked. We conduct fire drills. We require student uniforms. We participate in the City of Glendale's Rapid Responder Program.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Rick Alvarez	(623) 842-8230
Transportation Policy	Erik Kissel	(623) 842-8180
Community Resources	Mara Roder	(623) 842-8230
School Nutrition Programs	Carrie Selover	(623) 842-8230
Parent Organization	San Juana Benitez	(623) 842-8230
Student Health/Nurse	Peggy Johnson	(623) 842-8230

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.